# College Readiness Program APPLICATION OUTLINE AND FORMS

#### A. Establishing a Commitment and Partnerships:

- □ FORM A1— Commitment Signature Page. Lead LEA signature page and
- □ **FORM A2**—**School Site Staff:** One signature page per CRP Cluster School.
- □ Cluster Narrative: One page

#### B. Evaluation and Goal Setting for the CRP:

- □ School/District(s) Information Narrative: One narrative for each school
- □ **FORM B—CRP Vision Document**: One per CRP Cluster School

#### C. Development of the First Year Implementation Plan

#### □ FORM C— CRP Implementation Plan:

Teacher Support: Content Knowledge 1 template per school Instructional Strategies 1 template per school Classroom Practices 1 template per school Academic Achievement 1 template per school Student Support: Support Services 1 template per school School/District Policies and Practices 1 template per school Instructional Resources 1 template per school Parent/Community Involvement 1 template per school

#### **D.** Continuous Improvement of the CRP Effectiveness

□ Effectiveness Narratives: One page per CRP cluster school

One page for the CRP Cluster as a whole.

*Note: No form is provided to complete this section.* 

#### E. Budget Summary and Justification

□ FORM E—CRP Proposed Budget Summary for Year 1:

One page per Cluster Budget justification for expenditures or additional funding.

#### 2000-2001 COLLEGE READINESS PROGRAM (CRP)

#### **CLUSTER COLLABORATION: COMMITMENT SIGNATURE PAGE**

We accept the conditions of this grant and agree to the CRP Cluster Collaboration efforts of the 2000-2001 College Readiness Program (CRP). On behalf of the Cluster, the Lead LEA is responsible for submitting required fiscal, program activity, and evaluation reports that are due to the California Department of Education:

Lead LEA Name/Address	:			
County Code:		District Code	<u> </u>	
CRP Cluster Coordinator N	Tame and Title:	Telephone:		
Fax:		Email:		
Participating Schools:				
School Name/District	Superintendent	Typed Name	Signature	Date
School Name/District	Superintendent	Typed Name	Signature	Date
School Name/District	Superintendent	Typed Name	Signature	Date
School Name/District	Superintendent	Typed Name	Signature	Date
School Name/District	Superintendent	Typed Name	Signature	Date
Participating CSU Partn	er:			
CSU Name	CSU Representative (T	yped Name and S	Signature)	Date

RETURN TO: Beckie Blakeman, Analyst

**California Department of Education Mathematics and Science Leadership Unit** 

830 S Street

Sacramento, CA 95814

#### SCHOOL SITE STAFF 2000-2001 COLLEGE READINESS PROGRAM (CRP)

#### **Complete One Form Per School in CRP Cluster.**

School Name:			District Name:					
Address:		Cluster Lead LEA:						
					Partici	pating CS	SU:	
County Code:	:		Distric	ct Code:		School (	Code:	
School Enrollment	Sixth	Seve	nth	Eighth	Telepho	one:		
Fax:					Email:			
	_			agree to parti ions of this g	-	n the Co	ollege	e Readiness Program
Site CRP Co	ordinator Nai	me		Signature			Title(s	s) of Math Course(s) Teaching
Name/Positi	on			Signature		Title(s) of Math Course(s) Teaching		
Name/Position			Signature			Title(s	s) of Math Course(s) Teaching	
						,	, , , ,	
Name/Position			Signature			Title(s) of Math Course(s) Teaching		
1 vanie/1 osition			~-8				2)	
Name/Positi	on			Cianotura			Title	s) of Math Course(s) Teaching
Ivanie/ F Ostuon		Signature			Title	s) of Math Course(s) Teaching		
<b>Principal's Support:</b> I will support the efforts of my staff to implement this plan by facilitating release time for their collaboration and other professional development activities.								
Pr	rincipal's Nan	ne		Principal's Signature			Date	

#### College Readiness Program (CRP) Vision Document

Teacher Support:

Program Element	Existing Conditions	First Year Goals and Benchmarks	Four Year Vision
Content Knowledge			
Instructional Strategies			
Classroom Practices			

# College Readiness Program (CRP) Vision Document

Student Support:

Program Element	<b>Existing Conditions</b>	First Year Goals and Benchmarks	Four Year Vision
Academic Achievement			
Support Services			
Support:			
School/District Policies and Practices			
Instructional Resources			
Parent/Community Involvement			

#### College Readiness Program (CRP) First Year Implementation Plan

Target Area:			
Year One Goal:			

<b>Existing Conditions</b>	Actions	Time Line
From FORM B:		

Note: Please duplicate Form C as needed for each of the eight target areas.

#### Proposed Budget Summary for Year 1

Grant Period: March 1, 2001- February 28, 2002

Name and Address of Lead School District/County Office	<b>:</b> :		
County Code:	District Code:		
2000-2001 Funding Request:	Number of Middle Schools in CRP Cluster:		
CRP Cluster Contact Name and Title:	Telephone:		
Fax:	Email:		
This budget should reflect the proposed expenditures for all schools in the cluster and various line items to			

This budget should reflect the proposed expenditures for all schools in the cluster and various line items to implement the CRP program. Please refer to the California Accounting Manual for definitions of expenditures.

Object Code	Object of Expenditure	Year 1 Proposed Expenditures March 1, 2001- February 28, 2002	Other Funding Sources (if applicable)
1000-1999	Certificated Personnel Salaries	·	
3000-3999	Employee Benefits		
4000-4999	Books and Supplies		
5000-5999	Services and Other Operating Expenditures		
6000-6599	Capital Outlay		
	SUBTOTAL		
7000-7299	Tuition and Other Transfers Out \$		
7300-7399	Direct Support/Indirect Costs		
	TOTAL		

PLEASE REFER TO PAGE 12, ITEM E. NOTES AND RESTRICTIONS FOR BRIEF EXPLANATION OF THE EXPENDITURE OBJECT CODES AND ABOUT LIKELY EXPENDITURES FOR THIS PROGRAM.

STOP!	CALIFORNIA	A DEPARTMENT (	OF EDUCA	ATION USE	ONLY

Reviewed and Approved by:	Title:	Date:

# $COLLEGE\ READINESS\ PROGRAM\ (CRP)$

**Proposed Budget Justification for Year 1**Grant Period: January 2001 – June 2001

Name and Address of Lead School District or C	County Office:
County Code:	District Code:

Explain the calculation that led to the budget figures in the Proposed Budget Summary and how the funds link to the first year CRP implementation plan.

Object Code	Explanation of Expenditures

Element A: Establishing a CRP Commitment and Partnerships

Provides a Strong Description	Provides An Adequate	Provides A Limited	Provides A Minimal
(4)	Description (3)	Description (2)	Description (1)
The application presents <b>a clear</b>	The application presents <b>a</b>	The application presents <b>an</b>	The application presents <b>an</b>
and coherent description of:	sufficient description of:	inadequate description of:	unclear or incomplete
☐ How the cluster partnership	☐ How the cluster partnership	<ul><li>How the cluster partnership</li></ul>	description of:
will be (or has been) developed	will be (or has been) developed	will be (or has been) developed	<ul><li>How the cluster partnership</li></ul>
and will be maintained	and will be maintained	and will be maintained	will be (or has been) developed
including how decisions will be	including how decisions will be	including how decisions will be	and will be maintained
made;	made;	made;	including how decisions will be
<ul><li>The articulation and</li></ul>	□ The articulation and	□ The articulation and	made;
collaborations anticipated	collaborations anticipated	collaborations anticipated	☐ The articulation and
☐ The roles of the partnership	☐ The roles of the partnership	☐ The roles of the partnership	collaborations anticipated
members and stakeholders,	members and stakeholders,	members and stakeholders,	☐ The roles of the partnership
who they are (including	who they are (including	who they are (including	members and stakeholders,
certificated employees at feeder	certificated employees at feeder	certificated employees at feeder	who they are (including
elementary and high schools	elementary and high schools	elementary and high schools	certificated employees at feeder
and those who work with	and those who work with	and those who work with	elementary and high schools
students with disabilities and,	students with disabilities and,	students with disabilities and,	and those who work with
where appropriate, teachers of	where appropriate, teachers of	where appropriate, teachers of	students with disabilities and,
students with limited-English	students with limited-English	students with limited-English	where appropriate, teachers of
proficiency);	proficiency);	proficiency);	students with limited-English
☐ The collaboration and	□ The collaboration and	☐ The collaboration and	proficiency);
partnership roles of the CSU	partnership roles of the CSU	partnership roles of the CSU	☐ The collaboration and
partner;	partner;	partner;	partnership roles of the CSU
☐ The capacity for policy change	☐ The capacity for policy change	☐ The capacity for policy change	partner;
in the partnership schools.	in the partnership schools.	in the partnership schools.	☐ The capacity for policy change
			in the partnership schools.

Element B: Needs Assessment and Goal Setting for CRP

	<u> </u>	T	1
Provides a Strong Description	Provides An Adequate	Provides A Limited	Provides A Minimal
(4)	Description (3)	Description (2)	Description (1)
The application presents <b>clear and</b>	The application presents <b>adequate</b>	The application presents <b>limited data</b>	The application presents <b>unclear or</b>
complete data and background	data and background information	and background information for	incomplete data and background
<b>information</b> for each middle school,	for each middle school, including:	each middle school, including:	information for each middle school,
including:	<ul><li>baseline student achievement</li></ul>	<ul><li>baseline student achievement</li></ul>	including:
□ baseline student achievement data	data on identified assessment	data on identified assessment	<ul> <li>baseline student achievement</li> </ul>
on identified assessment tools	tools and a complete profile	tools and a complete profile	data on identified assessment
and a complete profile which	which includes demographics;	which includes demographics;	tools and a complete profile
includes demographics;	□ the math programs at cluster sites	□ the math programs at cluster sites	which includes demographics;
□ the math programs at cluster sites	(including instructional strategies	(including instructional strategies	□ the math programs at cluster sites
(including instructional strategies	and resources, etc.);	and resources, etc.);	(including instructional strategies
and resources, etc.);	<ul><li>brief description of the cluster</li></ul>	<ul><li>brief description of the cluster</li></ul>	and resources, etc.);
<ul><li>brief description of the cluster</li></ul>	teachers of math as a whole	teachers of math as a whole	<ul><li>brief description of the cluster</li></ul>
teachers of math as a whole	(previous professional	(previous professional	teachers of math as a whole
(previous professional	development, degrees,	development, degrees,	(previous professional
development, degrees,	coursework, etc.);	coursework, etc.);	development, degrees,
coursework, etc.);	<ul><li>current professional development</li></ul>	<ul><li>current professional development</li></ul>	coursework, etc.);
<ul><li>current professional development</li></ul>	offered to these teachers of math.	offered to these teachers of math.	<ul><li>current professional development</li></ul>
offered to these teachers of math.			offered to these teachers of math.
	Goals and vision address the current	Goals and vision insufficiently	
Goals and vision clearly address the	student and teacher needs and are	address the current student and	Goals and vision do not address the
current student and teacher needs and	achievable in specified timeframes.	teacher needs or are not achievable in	current student and teacher needs and
are achievable in specified		specified timeframes.	are not achievable in specified
timeframes.			timeframes.

Element C: The First Year CRP Implementation Plan Target Area: Teacher Support - Content Knowledge

	T	T	
Provides a Strong Description	Provides An Adequate	Provides A Limited	Provides A Minimal
(4)	Description (3)	Description (2)	Description (1)
The application presents a clear and	The application presents a sufficient	The application presents a limited	The application presents an unclear
<b>coherent description</b> of how the first	<b>description</b> of how the first year goals	<b>description</b> of how the first year goals	<b>or incomplete</b> description of how the
year goals will be reached, i.e. all	will be reached, i.e. all proposed	will be reached, i.e. all proposed	first year goals will be reached, i.e. all
proposed actions address current	actions address current needs and are	actions address current needs and are	proposed actions address current needs
needs and are attainable within	attainable within established timeline.	attainable within established timeline.	and are attainable within established
established timeline.	Professional development in	Professional development in	timeline.
Professional development in	collaboration with the participating	collaboration with the participating	Professional development in
collaboration with the participating	CSU includes an adequate array of	CSU includes a limited array of	collaboration with the participating
CSU includes a wide array of learning	learning opportunities that engage	learning opportunities that engage	CSU includes a very limited array of
opportunities that engage teachers in	teachers in experiencing, creating, and	teachers in experiencing, creating, and	learning opportunities that engage
experiencing, creating, and solving	solving real problems, learning from	solving real problems, learning from	teachers in experiencing, creating, and
real problems, learning from their own	their own experiences and	their own experiences and	solving real problems, learning from
experiences and collaboration with	collaboration with others in and	collaboration with others in and	their own experiences and
others in and outside of their school,	outside of their school, e.g., teacher	outside of their school, e.g., teacher	collaboration with others in and
e.g., teacher action research, writing	action research, writing and discussing	action research, writing and discussing	outside of their school, e.g., teacher
and discussing cases, experiential	cases, experiential learning. (See 15	cases, experiential learning. (See 15	action research, writing and discussing
learning. (See 15 strategies in	strategies in Designing Professional	strategies in <u>Designing Professional</u>	cases, experiential learning. (See 15
Designing Professional Development	Development for Teachers of Science	Development for Teachers of Science	strategies in <u>Designing Professional</u>
for Teachers of Science and	and Mathematics.)	and Mathematics.)	Development for Teachers of Science
Mathematics.)	New and experienced teachers form	New and experienced teachers form	and Mathematics.)
New and experienced teachers form	teams which encourage constant staff	teams which encourage constant staff	
teams which encourage constant staff	learning.	learning.	
learning.	Staff expertise is used to provide	Staff expertise is used to provide	
Staff expertise is used to provide	leadership for "in-house" workshops	leadership for "in-house" workshops	
leadership for "in-house" workshops	and meetings.	and meetings.	
and meetings.			

Element C: The First Year CRP Implementation Plan Target Area: Teacher Support - Instructional Strategies

Provides a Strong Description	Provides An Adequate	Provides A Limited	Provides A Minimal
(4)	Description (3)	Description (2)	Description (1)
The application presents a clear and coherent description of how the first year goals will be reached with the use of a mathematics coach, i.e. all proposed actions address current needs and are attainable within established timeline. Instructional strategies desired in classrooms are modeled in all professional development activities, including experiential learning. Professional development includes a wide array of learning opportunities that engage teachers in experiencing, creating, and solving real problems, learning from their own experiences and collaboration with others in and outside of their school, e.g., teacher action research, writing and discussing cases, experiential learning. (See 15 strategies in Designing Professional Development for Teachers of	Description (3)  The application presents an adequate description of how the first year goals will be reached with the use of a mathematics coach, i.e. all proposed actions address current needs and are attainable within established timeline. Instructional strategies desired in classrooms are modeled in all professional development activities, including experiential learning.  Professional development includes an adequate array of learning opportunities that engage teachers in experiencing, creating, and solving real problems, learning from their own experiences and collaboration with others in and outside of their school, e.g., teacher action research, writing and discussing cases, experiential learning. (See 15 strategies in Designing Professional Development for Teachers of	Description (2)  The application presents a limited description of how the first year goals will be reached with the use of a mathematics coach, i.e. all proposed actions address current needs and are attainable within established timeline. Instructional strategies desired in classrooms are modeled in all professional development activities, including experiential learning.  Professional development includes a limited array of learning opportunities that engage teachers in experiencing, creating, and solving real problems, learning from their own experiences and collaboration with others in and outside of their school, e.g., teacher action research, writing and discussing cases, experiential learning.  (See 15 strategies in Designing Professional Development for Teachers of	Description (1)  The application presents an unclear or incomplete description of how the first year goals will be reached with the use of a mathematics coach, i.e. all proposed actions address current needs and are attainable within established timeline.  Instructional strategies desired in classrooms are modeled in all professional development activities, including experiential learning.  Professional development includes a very limited array of learning opportunities that engage teachers in experiencing, creating, and solving real problems, learning from their own experiences and collaboration with others in and outside of their school, e.g., teacher action research, writing and discussing cases, experiential learning.  (See 15 strategies in Designing Professional Development for Teachers of
Science and Mathematics.) Teachers have adequate time to perfect	Science and Mathematics.) Teachers have sufficient time to perfect	Science and Mathematics.) Teachers have limited time to perfect new	Science and Mathematics.) Teachers have inadequate time to perfect
new strategies with collaborative opportunities to discuss, reflect on, and try them out.  Support for classroom implementation of the program is clearly outlined.	new strategies with collaborative opportunities to discuss, reflect on, and try them out.  Support for classroom implementation of the program is clearly outlined.	strategies with collaborative opportunities to discuss, reflect on, and try them out. Support for classroom implementation of the program is outlined.	new strategies with collaborative opportunities to discuss, reflect on, and try them out. Support for classroom implementation of the program is unclear or incomplete.

Element C: The First Year CRP Implementation Plan Target Area: Teacher Support - Classroom Practices

Element C: The First Year CRP Implementation Plan Target Area: Student Support - Academic Achievement

Provides a Strong Description	Provides An Adequate	Provides A Limited	Provides A Minimal
	1		
(4)	Description (3)	Description (2)	Description (1)
The application presents a clear	The application presents <b>an</b>	The application presents a limited	The application presents <b>an</b>
and coherent description of how	adequate description of how the	<b>description</b> of how the first year	unclear or incomplete
the first year goals will be reached	first year goals will be reached to	goals will be reached to increase	<b>description</b> of how the first year
to increase students enrollment and	increase students enrollment and	students enrollment and enable	goals will be reached to increase
enable students to successfully	enable students to successfully	students to successfully master the	students enrollment and enable
master the Algebra I standards. All	master the Algebra I standards. All	Algebra I standards. All proposed	students to successfully master the
proposed actions address current	proposed actions address current	actions address current needs and	Algebra I standards. All proposed
needs and are attainable within	needs and are attainable within	are attainable within established	actions address current needs and
established timeline	established timeline.	timeline.	are attainable within established
A clear description is provided	An adequate description is	A limited description is provided	timeline.
explaining the frequent formative	provided explaining the frequent	explaining the frequent formative	An unclear or incomplete
and summative assessment of	formative and summative	and summative assessment of	description is provided explaining
student achievement; a process	assessment of student achievement;	student achievement; a process	the frequent formative and
which uses various methods, for	a process which uses various	which uses various methods, for	summative assessment of student
example:	methods, for example:	example:	achievement; a process which uses
portfolios	portfolios	<ul><li>portfolios</li></ul>	various methods, for example:
observing students' habits and	observing students' habits and	observing students' habits and	<ul><li>portfolios</li></ul>
choices as they learn	choices as they learn	choices as they learn	□ observing students' habits and
□ criterion-reference tests	□ criterion-reference tests	□ criterion-reference tests	choices as they learn
□ norm-referenced tests	□ norm-referenced tests	□ norm-referenced tests	□ criterion-reference tests
□ district assessment tools	□ district assessment tools	□ district assessment tools	□ norm-referenced tests
			□ district assessment tools

Element C: The First Year CRP Implementation Plan Target Area: Student Support - Support Services

Provides a Strong Description	Provides An Adequate	Provides A Limited	Provides A Minimal
(1)	<u> </u>		
(4)	Description (3)	Description (2)	Description (1)
The application presents a clear and	The application presents an adequate	The application presents a limited	The application presents an unclear
<b>coherent description</b> of how the first	<b>description</b> of how the first year goals	<b>description</b> of how the first year goals	or incomplete description of how the
year goals will be reached, i.e. all	will be reached, i.e. all proposed	will be reached, i.e. all proposed	first year goals will be reached, i.e. all
proposed actions address current	actions address current needs and are	actions address current needs and are	proposed actions address current needs
needs and are attainable within	attainable within established timeline.	attainable within established timeline.	and are attainable within established
established timeline.	Adequate description includes:	Limited description includes:	timeline.
Clear description includes:	□ how the culture of the schools	□ how the culture of the schools	Description is unclear or incomplete.
□ how the culture of the schools	encourage students to take the	encourage students to take the	
encourage students to take the	more challenging courses to	more challenging courses to	
more challenging courses to	prepare them for advanced study	prepare them for advanced study	
prepare them for advanced study	□ how counseling services support	□ how counseling services support	
□ how counseling services support	students in selecting challenging	students in selecting challenging	
students in selecting challenging	mathematics courses	mathematics courses	
mathematics courses	<ul><li>support services well-coordinated</li></ul>	<ul><li>support services well-coordinated</li></ul>	
<ul><li>support services well-coordinated</li></ul>	with existing services	with existing services	
with existing services	<ul><li>extensions to incorporate various</li></ul>	<ul><li>extensions to incorporate various</li></ul>	
<ul><li>extensions to incorporate various</li></ul>	local and community-based	local and community-based	
local and community-based	support services	support services	
support services	tutoring and mentoring	<ul><li>tutoring and mentoring</li></ul>	
<ul><li>tutoring and mentoring</li></ul>	□ high school and college	<ul><li>high school and college</li></ul>	
<ul><li>high school and college</li></ul>	preparation information (academic	preparation information (academic	
preparation information (academic	and financial)	and financial)	
and financial)			

Element C: The First Year CRP Implementation Plan Target Area: School/District Policies and Practices

Element C: The First Year CRP Implementation Plan Target Area: Instructional Resources

Provides a Strong Description	Provides An Adequate	Provides A Limited	Provides A Minimal
(4)	Description (3)	Description (2)	Description (1)
The application presents a clear and	The application presents an adequate	The application presents a limited	The application presents an unclear
<b>coherent description</b> of how the first	<b>description</b> of how the first year	<b>description</b> of how the first year	or incomplete description of how the
year goals will be reached, i.e. all	goals will be reached, i.e. all proposed	goals will be reached, i.e. all proposed	first year goals will be reached, i.e. all
proposed actions address current	actions address current needs and are	actions address current needs and are	proposed actions address current
needs and are attainable within	attainable within established timeline.	attainable within established timeline.	needs and are attainable within
established timeline.	The application adequately describes	The application describes instructional	established timeline.
The application clearly and	instructional resources which:	resources which:	The application is unclear or
completely describes instructional	☐ Are or will become aligned with	☐ Are or will become aligned with	incomplete.
resources which:	the algebra standards (p. 307-311	the algebra standards (p. 307-311	
☐ Are or will become aligned with	in Mathematics Framework)	in Mathematics Framework)	
the algebra standards (p. 307-311	□ Allow access to students with	□ Allow access to students with	
in Mathematics Framework)	multiple learning styles and	multiple learning styles and	
☐ Allow access to students with	include a variety of instructional	include a variety of instructional	
multiple learning styles and	options	options	
include a variety of instructional	☐ Emphasize depth of coverage	☐ Emphasize depth of coverage	
options	☐ Includes assessment options	☐ Includes assessment options	
☐ Emphasize depth of coverage	□ Balance procedural skills,	□ Balance procedural skills,	
<ul><li>Includes assessment options</li></ul>	conceptual understanding and	conceptual understanding and	
□ Balance procedural skills,	mathematical reasoning	mathematical reasoning	
conceptual understanding and			
mathematical reasoning			
L	1	1	

Element C: The First Year CRP Implementation Plan Target Area: Parent/Community and CSU Involvement

Duovidos o Canon -	Duaridas An Adagrets	Duovidos A Limits 1	Duovidos A Minimal
Provides a Strong	Provides An Adequate	Provides A Limited	Provides A Minimal
Description (4)	Description (3)	Description (2)	Description (1)
The application presents a clear and	The application presents an adequate	The application presents a limited	The application presents an unclear
<b>coherent description</b> of how the first	<b>description</b> of how the first year	<b>description</b> of how the first year	or incomplete description of how
year goals will be reached, i.e. all	goals will be reached, i.e. all	goals will be reached, i.e. all	the first year goals will be reached,
proposed actions address current	proposed actions address current	proposed actions address current	i.e. all proposed actions address
needs and are attainable within	needs and are attainable within	needs and are attainable within	current needs and are attainable
established timeline.	established timeline.	established timeline.	within established timeline.
Provided is a convincing description	Provided is a sufficient description of	Provided is a limited description of	Provided is an unclear and
of how parents/guardians,	how parents/guardians, community	how parents/guardians, community	incomplete description.
community members and CSUwill be	members and CSU will be most	members and CSU will be most	
most appropriately involved, for	appropriately involved, for example:	appropriately involved, for example:	
example:	☐ Parents are assisted in supporting	□ Parents are assisted in supporting	
□ Parents are assisted in supporting	their children's learning	their children's learning	
their children's learning	□ Parents/guardians have access to	□ Parents/guardians have access to	
□ Parents/guardians have access to	high school and college	high school and college	
high school and college	preparation information	preparation information	
preparation information	(academic and financial)	(academic and financial)	
(academic and financial)	□ Parent/community and CSU input	□ Parent/community and CSU input	
□ Parent/community and CSU input	is encouraged, valued and used in	is encouraged, valued and used in	
is encouraged, valued and used in	program planning	program planning	
program planning	☐ Materials are available for	☐ Materials are available for	
☐ Materials are available for	extended learning outside of	extended learning outside of	
extended learning outside of	school	school	
school	☐ The community is used as a	☐ The community is used as a	
☐ The community is used as a	classroom that offers abundant	classroom that offers abundant	
classroom that offers abundant	examples of how and why	examples of how and why	
examples of how and why	mathematics is important in our	mathematics is important in our	
mathematics is important in our	lives.	lives.	
lives.	□ Support from participating CSU	□ Support from participating CSU	
□ Support from participating CSU is available to teachers and	is available to teachers and	is available to teachers and	
	parent/community members.	parent/community members.	
parent/community members.			

Element D: Continuous Improvement of CRP Effectiveness

Provides a Strong Description	Provides An Adequate	Provides A Limited	Provides A Minimal
(4)	Description (3)	Description (2)	Description (1)
The application describes a very well-thought-out:  Process for assessing effectiveness in each school and overall effectiveness as a cluster partnership, including use of	The application describes a well- thought-out:  Process for assessing effectiveness in each school and overall effectiveness as a cluster partnership, including use of	The application describes a sufficient:  Process for assessing effectiveness in each school and overall effectiveness as a cluster partnership, including use of student achievement data	The application describes an inadequate:  Process for assessing effectiveness in each school and overall effectiveness as a cluster partnership, including use of
student achievement data  Process for sharing results with community  Process for revision of program based on continuous assessment data and how staff and stakeholders are involved in the improvement process and decision-making	student achievement data  Process for sharing results with community  Process for revision of program based on continuous assessment data and how staff and stakeholders are involved in the improvement process and decision-making	<ul> <li>Process for sharing results with community</li> <li>Process for revision of program based on continuous assessment data and how staff and stakeholders are involved in the improvement process and decision-making</li> <li>Describes the criteria for effectiveness</li> </ul>	student achievement data  Process for sharing results with community  Process for revision of program based on continuous assessment data and how staff and stakeholders are involved in the improvement process and decision-making
Clearly and completely describes the criteria for effectiveness including changes in percentages of all students successfully completing all mathematics courses with targets/benchmarks delineated.  Multiple measures are clearly described.	Adequately describes the criteria for effectiveness including changes in percentages of all students successfully completing all mathematics courses with targets/benchmarks delineated.  Multiple measures are adequately described.	including changes in percentages of all students successfully completing all mathematics courses with targets/benchmarks delineated.  Multiple measures are described.	Unclearly and incompletely describes the criteria for effectiveness.  Multiple measures are not described.

Element E: Budget Summary and Justification

Provides a Strong Description	Provides An Adequate	Provides A Limited	Provides A Minimal
(4)	Description (3)	Description (2)	Description (1)
The application <b>clearly describes</b>	The application adequately	The application describes how	The application <b>inadequately</b>
how funds will be used to provide	<b>describes</b> how funds will be used	funds will be used to provide the	<b>describes</b> how funds will be used
the support to meet program goals.	to provide the support to meet	support to meet program goals. It	to provide the support to meet
It specifically addresses how the	program goals. It sufficiently	addresses how the activities justify	program goals. It does not address
activities justify the budget.	addresses how the activities justify	the budget.	how the activities justify the
If additional funds from other	the budget.	If additional funds from other	budget.
sources are designated to support	If additional funds from other	sources are designated to support	If additional funds from other
this program, their use is	sources are designated to support	this program, their use is	sources are designated to support
specifically described.	this program, their use is	described.	this program, their use is not
A maximum of 5% of the total	adequately described.	A maximum of 5% of the total	described.
cluster budget will be approved in	A maximum of 5% of the total	cluster budget will be approved in	
the 4000 (books and supplies)	cluster budget will be approved in	the 4000 (books and supplies)	
object code. Supplies must be	the 4000 (books and supplies)	object code. Supplies must be	
purchased only for use in the	object code. Supplies must be	purchased only for use in the	
professional development	purchased only for use in the	professional development	
program.	professional development	program.	
	program.		